



Liberty Elementary

251 N. Hillcrest St
Liberty, SC 29657

Grades	PK-4 Elementary School	
Enrollment	846 Students	
Principal	Lowell Haynes	864-843-5820
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent*
2008	Average	Excellent
2007	Good	Excellent
2006	Good	Good
2005	Good	Excellent

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

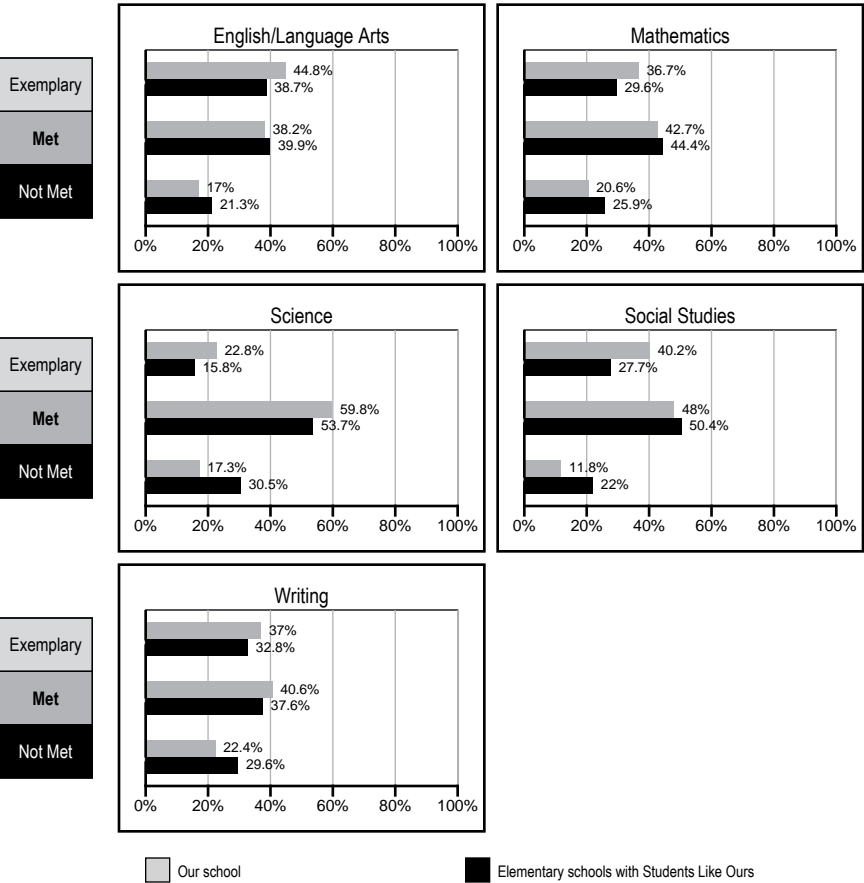
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	73	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=846)				
First graders who attended full-day kindergarten	85.9%	Down from 100.0%	100.0%	100.0%
Retention rate	5.0%	Up from 4.8%	2.1%	1.9%
Attendance rate	96.6%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	9.3%	Up from 8.8%	10.9%	10.0%
With disabilities other than speech	5.8%	Up from 5.4%	9.2%	7.7%
Older than usual for grade	0.9%	Down from 1.2%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	55.2%	Up from 44.3%	59.0%	59.4%
Continuing contract teachers	86.2%	Up from 78.7%	83.9%	80.0%
Teachers with emergency or provisional certificates	1.9%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 85.5%	86.6%	85.9%
Teacher attendance rate	95.1%	Down from 95.4%	95.1%	95.1%
Average teacher salary*	\$45,932	Up 6.4%	\$47,262	\$47,149
Professional development days/teacher	13.8 days	Down from 18.0 days	11.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,524	Up 0.9%	\$7,279	\$7,458
Percent of expenditures for instruction**	61.8%	Up from 60.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	54.5%	Up from 54.3%	63.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Liberty Elementary School is to learn and grow together. Through a safe environment, we serve 862 students in K4 though the 4th grade. Liberty Elementary has been recognized by the state of South Carolina as an award winning school. During the past six years, we have earned five Palmetto Gold Awards and two Palmetto Silver. In 2007, we were recognized for Closing the Achievement Gap for five consecutive years. This success can be attributed to our connection with the community, pursuing excellence through staff development, implementation of the Positive Behavior Intervention System (PBIS), and embracing differences. We share the educational responsibility of our students with their parents and our community. Some of the opportunities for school involvement include the School Improvement Council, PTO, and the volunteer program. Communication is enhanced through weekly folders, the Parent Link phone system, newsletters, and agendas. We invite the community and parents into the school to attend informational nights as well as a variety of activities throughout the year including An Evening of the Arts, Movie Nights, Spring Fling, and a variety of student performances.

As in the past, our main goal at Liberty is student achievement. Through staff development, our teachers are equipped with the most current best practices in education. Our teachers meet to monitor the progress of students and set consistent expectations among and across grade levels. Our main initiative has been to establish the foundation of literacy in our students. Our teachers implement the district literacy model which includes guided reading, content area reading, Accelerated Reader, Write From the Beginning, and Reading Recovery. Our staff uses Thinking Maps, Every Day Math, and science kits to deliver content. In addition to effective instruction, we believe that data analysis and goal setting drives student achievement. We have set school-wide goals for Measures of Academic Progress (MAP), PASS, and DRA reading levels. Our instructional coach and technology resource teacher work closely with students and teachers to set individual goals for MAP. Teachers work with the media specialist to set Accelerated Reader goals for students in grades two through four.

Liberty Elementary promotes a positive learning environment. We earned the Red Carpet Award in 2006. Through the PBIS program, we recognize student success in positive ways including PAWS (Principal's Award Winning Students) and Leader of the Pack for exceptional behavior. We also believe that each child is special and unique. Through a child-centered learning environment, we provide the students with a variety of opportunities to be successful. Whether it is through art, music, physical education, or academics, our students are allowed to find their strengths and pursue them. We embrace these strengths and differences to encourage our students to make positive contributions to our community and prepare for tomorrow's workforce. As we maintain high expectations, we always have the best interest of each child in our hearts.

Andrea Aiken, Chair of the School Improvement Council
Shaileen Riginos, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	171	102
Percent satisfied with learning environment	96.8%	89.4%	93.0%
Percent satisfied with social and physical environment	100.0%	86.0%	95.0%
Percent satisfied with school-home relations	91.9%	84.2%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	350	100	17	38.2	44.8	93.3	87.9	82.8	Yes	Yes
Gender										
Male	190	100	18.5	36.5	44.9	92.7	85.3	79.3	N/A	N/A
Female	160	100	15.1	40.1	44.7	94.1	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	316	100	17.3	37.3	45.3	93.3	89.1	89.5	Yes	Yes
African American	18	100	5.9	47.1	47.1	100	78.6	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	43	100	45	42.5	12.5	77.5	60.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	23.7	40.3	36	90.3	81.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	350	100	20.6	42.7	36.7	86.4	83.8	78.9	Yes	Yes
Gender										
Male	190	100	18.5	41	40.4	87.6	82.3	77	N/A	N/A
Female	160	100	23	44.7	32.2	84.9	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	316	100	19.7	44.7	35.7	87	85.6	87.2	Yes	Yes
African American	18	100	29.4	23.5	47.1	76.5	67.7	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	43	100	57.5	30	12.5	52.5	52.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	24.2	44.1	31.7	84.9	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	270	100	17.3	59.8	22.8	82.7	76.8	67.5
Gender								
Male	145	100	14	58.8	27.2	86	76.3	67
Female	125	100	21.2	61	17.8	78.8	77.4	68
Racial/Ethnic Group								
White	244	100	16.8	60.3	22.8	83.2	79.2	79.5
African American	13	100	16.7	58.3	25	83.3	58.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	41.9	51.6	6.5	58.1	45	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.8	59.6
Socio-Economic Status								
Subsided meals	164	100	22.1	59.1	18.8	77.9	67.4	55.1

Social Studies

All Students	272	99.6	11.8	48	40.2	88.2	78.8	72.3
Gender								
Male	148	99.3	12.3	44.9	42.8	87.7	78.5	71.5
Female	124	100	11.2	51.7	37.1	88.8	79.2	73.2
Racial/Ethnic Group								
White	247	99.6	12.1	47.8	40.1	87.9	80	80.7
African American	13	100	N/AV	N/AV	N/AV	100	68.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	36	100	33.3	51.5	15.2	66.7	49.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.8	67.9
Socio-Economic Status								
Subsided meals	151	99.3	11.1	53.3	35.6	88.9	69.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	347	99.7	22.2	40.7	37.1	77.8	78.9	70.2	96.6	96.5
Gender										
Male	187	99.5	27.7	39	33.3	72.3	72.2	63.2	96.5	96.4
Female	160	100	15.8	42.8	41.4	84.2	86.1	77.5	96.7	96.5
Racial/Ethnic Group										
White	313	99.7	22.1	40.1	37.8	77.9	80.6	79.1	96.5	96.4
African American	18	100	23.5	52.9	23.5	76.5	65.8	57.6	97.1	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.2	86.2	98.8	98
Hispanic	11	100	I/S	I/S	I/S	I/S	69.2	62.6	97	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	97.5	96.2
Disability Status										
Disabled	43	100	75	20	5	25	33.3	26.1	96.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.4	61.2	98	97.7
Socio-Economic Status										
Subsidized meals	182	99.5	31.1	40.1	28.8	68.9	67.9	58.9	96.1	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	158	100	19.1	36.8	44.1	80.9
	4	192	100	15.2	39.3	45.5	84.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	158	100	28.9	36.8	34.2	71.1
	4	192	100	13.5	47.8	38.8	86.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	78	100	27.6	56.6	15.8	72.4
	4	192	100	12.9	61.2	25.8	87.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	80	98.8	21.1	53.9	25	78.9
	4	192	100	7.9	45.5	46.6	92.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	157	99.4	25.8	35.1	39.1	74.2
	4	190	100	19.1	45.5	35.4	80.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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